

Alternative Education On-site Monitoring Visit Rubric

Reviewer: Sue Foxx

Date: 11/26/07

Alternative Education Program: Youth Life Skills

Contact Person: Dr. Green and Mr. Outlaw (prin.)

School Corporation: Fort Wayne Community Schools (0235-1)

Phone: 260-467-2100 or 260-425-7844

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Orientation packet Annual report/Dr. Green Open House for Board, community and school	X		Program has operated since 1990 and has been continuously supported by the courts, community, and school system. Collaboration with YMCA that rents location. No formal advisory group but agency collaboration and principal on multiple community boards to insure integration of services.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Curriculum meets standards/FWCS Curr. Syllabus Modified schedules Grant Outcome data sheet Summer school letter TABE assessment	X		Curriculum follows corporation but uses different approaches/materials as needed. Students attend ½ day, full day, with seniors able to attend an additional evening session. May combine academic program with work component or career center placement. Students participate in community service like working at the Food Bank. Collaborate with Ivy Tech, ITT, EOC, IPFW for pro-social skills, student teacher placement, and college transition issues.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming Staff meeting agenda	Staff orientation packet Staff Meeting agenda Student Progress Report Social Services List Professional development sheet for each teacher	X		Small learning environment with low teacher-student ratio. Classrooms upstairs attached to local church. Facility could use updating. Nursery available for parenting students. Minimal technology available. Recommend working to secure additional technology in order to enhance learning opportunities and improve skills. School links to resources for anger management, parenting classes, drug/alcohol groups, AA meetings, etc. through SOCAP. Students get assistance with housing, food, and clothing through local agencies.

On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	11/26/07	X		Teacher directed program that can be modified to match student needs. TABE used to assess student skill levels and to identify gaps.
Students appear engaged.	11/26/07	X		Observed students in multiple classrooms working independently. Students in each class may be working on different classes. Students responded positively when asked about the program and felt supported and challenged.
Location supports a positive learning environment.	11/26/07	X		Program operates out of upstairs classrooms attached to a church with a nursery onsite. Some visuals reinforce message and mission of program. Not handicapped accessible and location could use updating. Students sat on folding chairs at small individual tables. Minimal technology with no internet access and few support materials were onsite.
Teachers appear knowledgeable and caring.	11/26/07	X		Teachers encouraged students and offered assistance as requested. Principal and staff genuinely involved in working to help students succeed.

Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Referral form and process documented. Students are referred into the program based on academic challenges, need for nontraditional setting or as dropout recovery. The student and their parent discuss the placement with the principal. Entrance/Exit criteria is well defined. Follow FWCS Behavior Code guidelines Student-Parent Guide from FWCS.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Licensed teachers in core content areas are employed by the corporation.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Safety plans and drills on record. No transportation provided but on bus line.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		No outside grants at this time but partnership with YMCA to cover cost of location. Budget exceeds required match and allocated primarily to staff.

2 Hour Session/ School Day	-School schedule	X		Flexible scheduling allows students to attend multiple sessions (2 ½ hours each) based on individual needs. Offer programming for full school calendar of 180 days plus summer school.
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Comments: This is a well established program with strong connections to the community. The mission is to recover dropouts and to assist students who need a nontraditional approach. Students are encouraged and supported in a variety of ways within the program. Staff are helpful and work to remove barriers to learning.